

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **MÚSICA, PLÁSTICA Y DRAMATIZACIÓN COMO RECURSOS DIDÁCTICOS EN LENGUA EXTRANJERA (INGLÉS)**

Code: 100860

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 4

Name of the module to which it belongs: OPTATIVIDAD: MENCIÓN LENGUAS EXTRANJERAS

Field: MÚSICA, PLÁSTICA Y DRAMATIZACIÓN COMO RECURSOS DIDÁCTICOS EN LENGUA EXTRANJERA

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <http://www3.uco.es/moodlemap/>

### LECTURER INFORMATION

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URL web: <http://www3.uco.es/moddlemap/>

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

There are no prerequisites required.

#### Recommendations

### INTENDED LEARNING OUTCOMES

- CU1 Accredit the use and mastery of a foreign language.
- CE2 Design, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals of the school .
- CE10 Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and foster them in students.
- CE11 Knowledge of and ability to apply information and communication technologies in the classroom. Ability to selectively distinguish audiovisual information that contributes to learning, civic education and cultural wealth.
- CM7.2 Acquire literary training and knowledge of childrens literature.
- CM7.6 Foster reading and encourage writing.
- CM7.8 Address language learning situations in multilingual contexts.
- CM7.9 Oral and written expression in a foreign language.
- CM7.10 Develop and evaluate curricular content through appropriate teaching resources and foster the appropriate competences in students.



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### OBJECTIVES

1. Consider songs as fundamental resources for teaching and learning English and be able to use search strategies along with techniques of exploitation in class of the most suitable songs for Primary Education. (CM7.10, CM7.9, C10, CE2, CU1)
  2. Acknowledge the importance of art and craft in the development of creativity, manual dexterity and appreciation of students' aesthetic and cultural values, as well as a tool of linguistic communication when used as a teaching resource. (CM7.10, CM7.9, C10, CE2, CU1)
  3. Promote reading and writing habits leading to enjoy literary works as bearers of aesthetic, cultural and ethical values, and adapt or create literary works that can be used as resources for teaching English. (CM7.6, CM7.2, CM7.9)
  4. Know important literary works intended for children and put into practice techniques to understand and analyze them. (CM7.2)
  5. Know and develop teaching resources to present the contents of the Primary Education and to evaluate their acquisition. (CM7.10, CE2)
  6. Develop the ability to analyze the process of teaching and learning, and, as a consequence design, plan and evaluate activities that meet children's needs and likes; if necessary, in collaboration with other professionals and taking into account the diversity of origin and languages of students in the current school. (CE2, CM7.10, CM7.8)
  7. Be able to self-manage their learning taking responsibility for it. (CE10)
- Show willingness in teamwork, acting in concert with the team and taking responsibility for the outcome. (CE10)
8. Show reading comprehension ability when dealing with texts related to various scientific, social and cultural issues. (CM7.6, CU1)
  9. Improve communication skills through reinforcement of previous knowledge and acquisition of new elements of vocabulary, grammar and use of language. (CM7.9)
  10. Demonstrate sensitivity to cultural differences as factors contributing to the mutual enrichment, both individual and social. (CE11)
  11. Know how to choose and use audiovisual information that contributes to the development of civic values and to the appreciation of cultural wealth in all its various forms. (CE11)

### CONTENT

#### 1. Theory contents

##### 1. Theory

##### Unit 1: L2 as an instrument of communication

##### FUNCTIONS

- 1: Expressing ability can, could, be able to, manage to, succeed in.
- 2: Asking for, granting and refusing permission: can, could, may, might, be allowed to.
- 3: Expressing obligation and necessity: must, have to, have got to.
- 4: Prohibition: mustn't.
- 5: Expressing absence of obligation: don't have to, don't need to, haven't got to, needn't. Needn't have, didn't need to.
- 6: Obligation and advice: should, ought to, had better, be supposed to, shall.
- 7: Expressing possibility: may, might, could.
- 8: Expressing probability: should, ought to.
- 9: Deduction, speculation: must, can't.
- 10: Making, granting, and refusing requests: can, could, may, will, would, would you mind.
- 11: Offers: will, shall, can, could, would. Accepting and refusing offers.
- 12: Making suggestions: shall, let's, why don't we, how/what about, can, could.
- 13: Refusing: won't, wouldn't.
- 14: Habits: used to, will, would.



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### SPEAKING AND WRITING

1. Narrating anecdotes and events.
2. Giving opinions. Expressing agreement and disagreement. Giving arguments and counter-arguments. Giving reasons.
3. Requesting and giving information.
4. Making, accepting and declining invitations. Giving excuses. Showing sympathy or surprise.
5. Complaining. Criticizing. Blaming. Apologising. Responding to apologies.
6. Giving compliments. Giving praise. Showing appreciation. Responding to a compliment. Thanking. Responding to thanks.

### Unit 2: Multisensory approaches and learning styles in foreign language teaching

VAKOG. Howard Gardner's theory of multiple intelligences. The eight intelligences in relation to music, art and craft and drama.

### Unit 3: Music

Benefits of using songs in the foreign language class. Songs, rhymes and chants: definition and classification. Corpus of songs in L2. Adaptation and song writing.

### Unit 4: Art and craft

Reasons to use craft activities in the foreign language class. The making of crafts: specific language. Crafts related to specific festivities. Crafts related to topics of teaching. Communicative activities based on handicrafts.

### Unit 5. Drama

Drama as a methodological resource in foreign language teaching. Adaptation of stories. Creating and staging drama activities.

## 2. Practical contents

2. Practical contents

2. Practice

Unit 1: L2 as an instrument of communication

### FUNCTIONS

- 1: Expressing ability: can, could, be able to, manage to, succeed in.
- 2: Asking for, granting and refusing permission: can, could, may, might, be allowed to.
- 3: Expressing obligation and necessity: must, have to, have got to.
- 4: Prohibition: mustn't.
- 5: Expressing absence of obligation: don't have to, don't need to, haven't got to, needn't. Needn't have, didn't need to.
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- 10: Making, granting, and refusing requests: can, could, may, will, would, would you mind.
- 11: Offers: will, shall, can, could, would. Accepting and refusing offers.
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- 13: Refusing: won't, wouldn't.
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### SPEAKING AND WRITING

1. Narrating anecdotes and events.
2. Giving opinions. Expressing agreement and disagreement. Giving arguments and counter-arguments. Giving reasons.
3. Requesting and giving information.
4. Making, accepting and declining invitations. Giving excuses. Showing sympathy or surprise.
5. Complaining. Criticizing. Blaming. Apologising. Responding to apologies.



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6. Giving compliments. Giving praise. Showing appreciation. Responding to a compliment. Thanking. Responding to thanks.

Unit 2: Multisensory approaches and learning styles in foreign language teaching

VAKOG. Howard Gardner's theory of multiple intelligences. The eight intelligences in relation to music, art and craft and drama.

Unit 3: Music

Benefits of using songs in the foreign language class. Songs, rhymes and chants: definition and classification.

Corpus of songs in L2. Adaptation and song writing.

Unit 4: Art and craft

Reasons to use craft activities in the foreign language class. The making of crafts: specific language. Crafts related to specific festivities. Crafts related to topics of teaching. Communicative activities based on handicrafts.

Unit 5: Drama

Drama as a methodological resource in foreign language teaching. Adaptation of stories. Creating and staging drama activities.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Partnerships for the goals

## METHODOLOGY

### General clarifications on the methodology (optional)

The students of second or subsequent enrollment will carry out the same face-to-face activities and of-site activities as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will carry out the same face-to-face activities and of-site activities as their peers. Nonetheless, the methodology will be adapted according to their capacities.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

"The students with recognized disabilities have the right to be assessed by methods adapted to their capacities" (Art. 72.1).

"Part-time students are entitled to obtain the established competences of the subject through flexible learning pathways, for which the teaching and evaluation methods will be adapted as required" (Art. 72.2).

### Face-to-face activities

Activity	Large group	Total
<i>Assessment activities</i>	6	6
<i>Drama activities</i>	8	8
<i>Lectures</i>	9	9
<i>Make handicrafts</i>	8	8
<i>Presentation</i>	8	8
<i>Projects</i>	9	9

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Activity	Large group	Total
Teaching and singing songs	8	8
Text analysis	4	4
<b>Total hours:</b>	<b>60</b>	<b>60</b>

**Off-site activities**

Activity	Total
Exercises	20
Group work	20
Information search	20
Reference search	10
Self-study	20
<b>Total hours</b>	<b>90</b>

**WORK MATERIALS FOR STUDENTS**

Dossier  
Exercises and activities

**EVALUATION**

Intended learning	Essay	Exams	Oral Presentation	Portfolios	Project
CE10		X	X	X	
CE11					X
CE2	X		X		
CM7.10	X		X	X	
CM7.2		X		X	X
CM7.6	X	X		X	X
CM7.8		X		X	
CM7.9	X	X	X	X	X
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>	<b>30%</b>	<b>10%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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### Method of assessment of attendance:

Attendance is compulsory to be evaluated. Attendance sheets will be used to control attendance.

### General clarifications on instruments for evaluation:

#### General clarifications on evaluation instruments:

Essay: it is a written work of the methodology carried out to implement a song.

Oral presentation: it corresponds to an oral presentation of a song implementation.

Exams: a written exam on modals and an oral test on the handicrafts instructions.

Portfolio: it is a compilation of the student's language section and of the student's handicraft section.

Project: it corresponds to the translation and recording of a tale.

To pass the course the students must pass an essay (10%), an oral presentation (10%), the exams (40%), a portfolio (30%) and a project (10%). There will be a written exam in each call. The essay, the oral presentation, the portfolio and the project will not be repeated after having been positively evaluated (5 points) in the first call.

Students of second or subsequent enrollment will need to be assessed in each of the instruments.

"The final grade will show the degree of attainment of the subject learning goals and it will consist of the number of measurable tests and tasks that appear in the teaching guide of the subject, with their corresponding percentages".

"It shall be understood that, except as otherwise specifically provided in the teaching guide of the subject, the rating as "Absent" will be given to the student who has not carried out a set of assessable activities whose weights applied to the final grade will be more than 50%. (Article 80.4 of the Academic Regulation of University degree studies).

"The number and modality of measurable tests and tasks that will comply with the final grade will be the established in the teaching guide, which will be effective for the entire academic year" (art. 73.2).

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students, students with disabilities and special needs students will be evaluated with the same evaluation instruments as their peers. In a personal interview specific details about the submission of some assignments will be agreed on. Some days of attendance must be scheduled for the oral test and other class activities.

### Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

#### Clarifications on evaluation of the first extraordinary call and extraordinary call for the completion of studies:

Essay: it is a written work of the methodology carried out to implement a song.

Oral presentation: it corresponds to an oral presentation of a song implementation.

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Portfolio: it is a compilation of the student's language section and of the student's handicraft section.

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To pass the course the students must pass an essay (10%), an oral presentation (10%), the exams (40%), a portfolio (30%) and a project (10%). There will be a written exam in each call. The essay, the oral presentation, the portfolio and the project will not be repeated after having been positively evaluated (5 points) in the first call.

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### Qualifying criteria for obtaining honors:

*Honors could be granted to the students who score between 9 and 10 and who stand out due to their effort, participation and performance.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Armstrong, T. (2017). *Multiple Intelligence in the Classroom*. ASCD: Alexandria/Virginia, USA.
- Beaumont, D. and Granger, D. (1993). *The Heinemann English Grammar*. New edition. Oxford: Heinemann.
- Ceballos Guerrero, I. y Ruiz Espino, C. (2008) *Arts and Crafts 1, 2, 3, 4, 5*. Barcelona : Vicens Vives.
- Graham, Carolyn. (1979). *Jazz Chants For Children*. New York: OUP.

### 2. Further reading

- Graham, C. (2006). *Creating Chants*. Oxford: Oxford University Press.
- Ellis, G., Brewster, J. (1991). *The Storytelling Handbook for Primary teachers*. London: Penguin Books.
- Holden, S. (1981). *Drama in Language Teaching*. Oxford: Longman 1981.
- Maley, A. and Duff, A. (1995). *Drama Techniques in Language Learning*. Cambridge: CUP.
- Martin, J. ByME (2013). *Arts & Crafts Primary. 1, 2, 3, 4, 5, 6*. Madrid: Ediciones Bilingües.
- Wright, A. (1997). *Creating Stories with Children*. Oxford: OUP.
- Wright, A. (1997). *Story Telling with Children*. Oxford: OUP.
- Wright, A. (1999). *The Craft of Storytelling*. *English teaching Professional*, 13, 19-20.

## COORDINATION CRITERIA

Common learning outcomes

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

## CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

## METHODOLOGY

### General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

The A development scenario for the academic activity in the Sagrado Corazón Teacher Training Center is of maximum face-to-face academic activity. Onsite classes and training activities conducted in the classroom will be implemented according to the schedule approved by the Center and they will ensure the capacity limits on teaching spaces and the sanitary measures of interpersonal distancing in force at any time, and in view also of the teaching adaptation criteria for the 2021-2022 academic year, established by the University of Córdoba, according

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to the Agreement of the Governing Body, in extraordinary session of 16 April 2021, extending, for the 2021/2022 academic year, the criteria for adapting teaching as a result of the health restrictions of COVID-19, and in accordance with the Royal Decree-Law 21/2020, of 9 June, on urgent measures for prevention, mitigation and coordination to deal with the health crisis caused by COVID-19, and in accordance with the Order of 19 June 2020 of the Ministry of Health and Families of the Regional Government of Andalusia, under which preventive public health measures are adopted.

The students of second or subsequent enrollment will carry out the same face-to-face activities and of-site activities as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will carry out the same face-to-face activities and of-site activities as their peers. Nonetheless, the methodology will be adapted according to their capacities.

## EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Portfolios	Project
CE10		X	X	X	
CE11			X		X
CE2	X		X		
CM7.10	X		X	X	
CM7.2		X		X	X
CM7.6	X	X		X	X
CM7.8		X		X	
CM7.9	X	X	X	X	X
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>	<b>30%</b>	<b>10%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

### Method of assessment of attendance (Scenario A):

The attendance is essential to pass this subject. It is compulsory to take 90% of the credits of the subject. To take 90% to 80% of the credits without justifying the poor attendance will be negatively evaluated up to 2 points.

### General clarifications on instruments for evaluation (Scenario A):

**General clarifications on evaluation instruments:**



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Essay: it is a written work of the methodology carried out to implement a song.

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Exams: a written exam on modals and an oral test on the handicrafts instructions.

Portfolio: it is a compilation of the student's language section (shown in the portfolio guideline) and of the student's handicraft section.

Project: it corresponds to the translation and recording of a tale.

To pass the course the students must pass an essay (10%), an oral presentation (10%), the exams (40%), a portfolio (30%) and a project (10%). There will be a written exam in each call. The essay, the oral presentation, the portfolio and the project will not be repeated after having been positively evaluated (4 points) in the first call.

Students of second or subsequent enrollment will need to be assessed in each of the instruments.

"The final grade will show the degree of attainment of the subject learning goals and it will consist of the number of measurable tests and tasks that appear in the teaching guide of the subject, with their corresponding percentages".

"It shall be understood that, except as otherwise specifically provided in the teaching guide of the subject, the rating as "Absent" will be given to the student who has not carried out a set of assessable activities whose weights applied to the final grade will be more than 50%. (Article 80.4 of the Academic Regulation of University degree studies).

"The number and modality of measurable tests and tasks that will comply with the final grade will be the established in the teaching guide, which will be effective for the entire academic year" (art. 73.2).

### **Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):**

Part-time students, students with disabilities and special needs students will be evaluated with the same evaluation instruments as their peers. In a personal interview specific details about the submission of some assignments will be agreed on. Some days of attendance must be scheduled for the oral test and other class activities.

## CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

## METHODOLOGY

### **General clarifications on the methodology on case scenario B**

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

The face-to-face teaching activity will be carried out through videoconferences (synchronous sessions) via Blackboard Collaborate or Cisco Webex according to the timetable approved by the center.

In fact, all the face-to-face activities of the teaching guide will be maintained in the distance-teaching mode except the group presentations and the group works which will be replaced by the individual presentations and the individual work, which will be held through synchronous videoconferences and the "task" resource that will be used to submit assignments.

Tutorial support will be provided via the Blackboard Collaborate and Cisco Webex apps.

The students of second or subsequent enrollment will carry out the same face-to-face activities and of-site

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activities as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will carry out the same face-to-face activities and of-site activities as their peers. Nonetheless, the methodology will be adapted according to their capacities.

## EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Portfolios	Project
CE10		X	X	X	
CE11			X		X
CE2	X		X		
CM7.10	X		X	X	
CM7.2		X		X	X
CM7.6	X	X		X	X
CM7.8		X		X	
CM7.9	X	X	X	X	X
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>	<b>30%</b>	<b>10%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

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Moodle Tools	Ensayo	Exposición oral	Exámenes	Portafolios	Proyecto
Cuestionario			X		
Rúbrica de evaluación	X	X		X	X
Tarea	X	X		X	X
Videoconferencia			X		

### Method of assessment of attendance (Scenario B):

The attendance is essential to pass this subject. It is compulsory to take 90% of the credits of the subject. To take 90% to 80% of the credits without justifying the poor attendance will be negatively evaluated up to 2 points.

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### General clarifications on instruments for evaluation (Scenario B):

#### General clarifications on evaluation instruments:

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Students of second or subsequent enrollment will need to be assessed in each of the instruments.

"The final grade will show the degree of attainment of the subject learning goals and it will consist of the number of measurable tests and tasks that appear in the teaching guide of the subject, with their corresponding percentages".

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"The number and modality of measurable tests and tasks that will comply with the final grade will be the established in the teaching guide, which will be effective for the entire academic year" (art. 73.2).

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Part-time students, students with disabilities and special needs students will be evaluated with the same evaluation instruments as their peers. In a personal interview specific details about the submission of some assignments will be agreed on. Some days of attendance must be scheduled for the oral test and other class activities.